

Number Corner Meeting 4

Preparing to Teach February Number Corner

Recommended Timing

1 hour in mid to late January (can be combined with Meeting 4, Preparing to Teach Unit Five, if you have at least 2 hours to meet.)

Materials You'll Need for the Meeting

Each teacher will need to bring:

- Number Corner Teachers Guide
- pen
- notebook
- Number Corner Student Book
- sticky notes

The group will need:

- this guide, one copy for each teacher
- Successes & Challenges (Sheet NC4.1), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher
- February Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher
www.mathlearningcenter.org/resources/materials/grade-two.asp
- Skills Assessed in February Number Corner (Sheet NC4.2), 1 copy for each teacher
- Sharing Responsibilities for February (Sheet NC4.3), 1 copy for each teacher

Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by assigning or confirming the roles needed for the meeting—a facilitator, a record keeper, and a timekeeper. Review the agenda on the next page and note the time and purpose of each section. By now you should have a sense for how long each section will take and you can use your discretion if you would like to shorten or lengthen certain sections. Of course, you can spend more time on some or all sections if all group members are willing.

Part	Time	Purpose
I Reviewing Roles & Agenda	3 minutes	Clarify group members' roles and review what will happen in today's meeting.
II Recording Your Successes & Challenges	5 minutes	Reflect silently and privately on implementing Number Corner thus far, time to listen to, support, and share ideas with colleagues. Use your sheet during this meeting to record potential solutions to your challenges.
III Reading & Summarizing Routines	25 minutes	Help all group members understand the key ideas and feel better prepared to teach the routines and challenges this month.
IV Reviewing Important Planning Resources	10 minutes	Review what you'll be doing on a daily basis in Number Corner this month. Identify which skills are assessed this month and locate resources that will be helpful as you plan for and teach the workouts.
V Sharing Advance Preparation Responsibilities	7 minutes	Share responsibilities for preparing to teach the next Number Corner month among group members and determine the place, date, and time for your next meeting.
VI Sharing Successes, Challenges & Solutions	10 minutes	Listen to, share with, and support colleagues with an emphasis on generating solutions to challenges.

Part II: Recording Your Successes & Challenges (5 minutes)

Each group member should take a few moments to reflect on the experience of working with Number Corner at this midway point of the school year. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet NC4.1). You might think about your development as a teacher of Bridges and the growth and progress you have made thus far. Please note that you will have an opportunity to share from this sheet at the end of the meeting—do not begin to discuss this sheet now. During the meeting, you might be able to record potential solutions to your challenges based on your discussions and readings.

Part III: Reading & Summarizing the Routines (25 minutes)

February Number Corner consists of six different routines: the Calendar Grid, the Hundreds Grid, the Base Ten Bank, the Routine Wheel, the Coin Collector, and the Daily Measure. Use a jigsaw format to explore all of these routines—each participant will choose an equal amount of routines to explore and then to report findings back to the group. Note that the Calendar Grid description is more involved this month, as the students will make the calendar markers. It is okay to have more than one person read the same routine. It is especially important for the time keeper to keep everyone on track as there is a great deal to get done in this portion of the meeting.

Take about ten minutes to read the routines you have selected and to prepare to share with your group. Your sharing should help everyone feel more prepared to teach the routine that you are summarizing.

As you prepare to report back to your group, get ready to provide the following information:

- the key learning objective of this routine
- how to use the Number Corner Student Book pages that go along with this routine (Be sure to look at the pages in the Number Corner Student Book, especially if they are not shown in the Teachers Guide.)
- the recommended frequency of each routine

Take about 15 minutes for group members to describe the routine(s) they investigated. You'll have about 3 minutes for each summary. While each person presents, be sure to have your Number Corner Teachers Guide open to the appropriate pages. *Take notes and highlight as your colleagues present to help you better prepare for teaching these routines.* Before moving on, spend just a few minutes discussing which routines will be most important this month based on your state, district, or school priorities, as well as on your students' strengths and needs.

Part IV: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planner for February. These questions may help structure your discussion:

- How can the planner help guide your instruction?
- Which routines have Student Book pages?

Then, take a minute to look at the Skills Assessed in February Number Corner (Sheet NC2.2). At a later time, you can highlight the skills for which you need to assess your students for their report cards.

Finally, spend four or five minutes using the table on the following page to help you locate important information in the curriculum materials. *Use small sticky tabs to mark pages that you want to come back to at another time.* Label the sticky notes so that you can quickly see what is located on each bookmarked page.

Grade 5 February Number Corner Resources		
Page Number	Resource	Description
Number Corner Teachers Guide		
161	Setup Page	Shows what materials are posted on your Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each routine.
163	Introduction	Provides a brief overview of the routines and associated skills in this month's Number Corner. Identifies important differences between last month's routines and this month's routines and highlights necessary preparation for the Calendar Grid.
164	February Planning Guide	Shows how often to do each routine, and whether you are only updating the routine or if you are updating and discussing the routine as a whole group.
163 & 164	The Student Book	Describes what students will do in the Student Book this month; includes a sample page of student work

Part V: Sharing Advance Preparation Responsibilities (7 minutes)

Use the Sharing Responsibilities for February chart (sheet NC4.3) to assign advance preparation tasks to specific group members. Preparing for Number Corner can feel overwhelming so we recommend supporting each other in getting ready to teach Number Corner. Find ways to make Number Corner as easy as possible for you as there is an invaluable amount of math explored here. If you have reliable parent volunteers or an assistant, you could also use this list to identify what they can do to help you.

Assign one person to photocopy and distribute finished copies of Successes & Challenges and Sharing Responsibilities for February. The latter sheet may be turned in to your administrator, if this is what you agreed upon in the initial meeting. This will ensure that everyone has a record of the agreements reached in this meeting. Also confirm the date, time, and location of your next meeting.

Part VI: Sharing Successes, Challenges & Solutions (10 minutes)

In Meeting 2, each teacher selected two solutions to try out in the classroom. Take a moment to tell your colleagues if the solutions worked, if you would recommend them, or if you would alter them in some way in order to be more effective. Then, share your Successes & Challenges sheet with your colleagues. Start with your successes. You could frame your discussion by focusing on the growth you have made with the Bridges program. Then, share the challenges you are now or are still facing with the program. As you share the challenges you've encountered, work together to brainstorm solutions for them. The Challenges & Solutions sheet (Handout 1) may be helpful for this purpose. Stay positive, and focus on generating realistic solutions to group members' challenges during this short conversation.

Before you leave the meeting, commit to trying two more of the solutions in your classroom. This time you will have three months to try them out—you will report back in Meeting 7: Preparing to Teach May Number Corner. Record your initials beside the solutions you'll implement. Be prepared to report back to the group at Meeting 7 about how these solutions have worked in your classroom.

Before you end your meeting, give your Successes & Challenges sheets to the group member who has agreed to make and distribute copies of your work from this meeting.

Sheet NC4.1 Successes & Challenges (Parts II and VI)

Successes

I felt like celebrating when ...
I was pleasantly surprised when ...
Other Successes

Challenges

Record your challenges in this column.	Record potential solutions (that you thought of, were shared by your colleagues, or were found on the Challenges & Solutions chart) in this column.
I felt concerned when ...	
I'd like to be more effective at ...	
Other Challenges	

Sheet NC4.2 Skills Assessed in February Number Corner (Part IV)

Number Corner teaches a variety of important skills that your students need to know. Each routine offers opportunities—formal and informal—to assess these skills. The chart below shows the skills that are formally assessed with paper-and-pencil methods during the February Number Corner. (You will have opportunities during class discussions to assess other skills informally—note that the skills and concepts addressed are written at the beginning of each routine.) Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Calendar Grid (pp. 167–173)	
<ul style="list-style-type: none"> • Creating patterns with objects • Thinking flexibly • Recognizing, describing, and extending patterns 	Number Corner Student Book, page 39, Calendar Grid
Base Ten Bank (pp. 175–178)	
<ul style="list-style-type: none"> • Practicing various types of addition facts (doubles, neighbor number facts, +10's, +9's) • Counting by 100's, 10's, and 1's • Understanding place value notation • Developing strategies for adding numbers over 100 	Number Corner Student Book, pages 40 and 41, Base Ten Bank
Routine Wheel (pp. 179–181)	
<ul style="list-style-type: none"> • Practicing various types of addition facts (doubles, neighbor number facts, +10's, +9's, adding and subtracting 0's, 1's, and 2's, subtracting 10's and 1's) • Extending the strategies listed above to combinations over 20 	Number Corner Student Book, pages 42–45, Routine Wheel
Daily Measure (pp. 184–187)	
<ul style="list-style-type: none"> • Estimating weight • Using different nonstandard units to weigh the same object and predicting whether the results will be more or less when different units are used • Relating one measure to another 	Number Corner Student Book, page 46, Daily Measure

Sheet NC4.3 Sharing Responsibilities for February (Part V)

Task	Team Member	Date Due to Others
1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for February. Bring a copy of Sharing Responsibilities to your administrator, if this is what has been agreed upon.		
2. Prepare for and host Meeting 5. This involves some prep work (e.g., copies).		
3. Make a voting chart drawn on 36" by 36" butcher paper for each class. See page 165 for more information.		
4. Cut thirty 2 ¾" squares of white construction paper, and thirty 3 ¼" squares and thirty 5" squares on several different colored sheets of paper for each classroom. See page 167 for more information. These are for the calendar markers—each teacher may want to choose the colors for the markers themselves.		
5. For the Base Ten bank, run several copies of Blackline NC 7. Cut along the dotted line and then staple half sheets into a pad for each classroom.		
6. Run copies of Blackline NC 9 for each classroom.		
7. If students do not have their own copies of the Number Corner Student Book, run class sets of pages 39–46.		
8.		
9.		